

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Kyrene de los Niños School

Kyrene Elementary District
1330 E. Dava Drive, Tempe, AZ 85283
Mailing Address: 8700 S. Kyrene Road, Tempe, AZ 85284

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Dr. Ana C. Gomez del Castillo
Schedule: 7:15 AM to 3:45 PM
Web Address: www.kyrene.az.us/schools/ninos/ninos.htm
E-mail: agomez@kyrene.org

Grades: Pre-K-5
2002 Enrollment: 440
Phone: (480) 783-3100
Fax: (480) 345-2052

∨ School Overview ∨

Mission

Our vision for Kyrene de los Niños is to encourage and foster a caring, active and unified community of teachers, staff, parents, and community members, who will work respectfully and collaboratively to support a strong educational foundation for all children.

Organization and Philosophy

- w Focus on Reading, Writing and Math
- w Character Education
- w Valuing Diversity
- w Educating the Whole Child

School/Academic Goals

- w Student Achievement: All students will excel academically with a primary focus on reading, writing and mathematics.
- w Academic Achievement: All students will be challenged and supported through differentiated content, products and instructional strategies.
- w Safe Schools: We will provide comprehensive prevention and intervention systems that will ensure a positive and safe learning environment.
- w Safe Schools: We will implement procedures that will ensure the safety of our students and staff.

Instructional Programs

- w Gifted and Special Education
- w Structured English Immersion (SEI)
- w Waterford Early Reading Program (Kind.)
- w Reading Recovery (Grade 1)
- w Accelerated Math Program (Grade 5)
- w Accelerated Reader Program (Grades 4-5)
- w Read Naturally (Grades 3-5)
- w Literacy Specialist (Grades K-3)

Enrollment

October 1, 2001 School Year Student Enrollment:	549
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	104

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

2 School Administrator(s)
 0 Non-certified Employee(s)
 3 Teacher(s)
 3 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w School Improvement Plan
 w Parent Involvement
 w Tax Credit Donations
 w School Safety Issues
 w Review Student Assessment Data
 w Support District Vision and Goals

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	4.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	7	1	0	0
7 to 9 years	6	1	0	0
10 or more years	6	11	0	0

▽ Shared Responsibilities ▽

School

Kyrene de los Niños recognizes that a child's education is a responsibility shared by the school and parents. In order to meet the individual needs of all students effectively, we must work together. We believe that by working together we can help every child succeed. Alone we can do so little, together we can do so much.

Parents

Parents are highly encouraged to attend school functions to celebrate their child's learning; to communicate frequently with their child's teacher; to support their child's learning by making sure that homework is completed; to monitor their child's progress; to spend time volunteering in the school; to visit their child's classroom; to help improve our school by serving on school and district committees.

▽ Transportation Policy ▽

Transportation is provided for students in Kindergarten through fifth grade who reside within the school attendance area and who live more than 1.5 miles from school. Transportation is also provided for students with disabilities whose Individual Education Plans indicate that transportation is required.

▽ Calendar Information ▽

Number of Instruction Days:	177	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 20 min.	Last Day of School:	5/28/03

Operates on Extended Schedule

Report Card Release Dates

10/28/02	1/13/03	3/31/03	5/28/03
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Internet-linked Classrooms	W Two Computer Labs
W Book Room	W Family Resource Center

Extracurricular Activities

W Student Council	W Afterschool Clubs
W Tutoring	W Girl Scouts

School/Community Resources

W Kids Club (Before, During, After School)	W Kids Zone (Before/After School Program)
W Free & Reduced Breakfast Program	W Free & Reduced Lunch Program
W Community/District Classes	W Recreational Activities
W Family Resource Center	W CAP Afterschool Program

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>w Niños uses Title I money and Early Childhood Grant money to fund three Extended Time Kindergarten classrooms. Title II funds (class size reduction) ensures that our first grade classrooms remain small.</p> | <p>w During spring 2002, Niños was awarded three Character Counts! grants that totaled \$4,500. These grants have funded the development of a Character Counts! link to our school's website, parent resources, and a schoolwide assembly.</p> |
| <p>w Niños is one of many valley schools participating in Arizona Quest for Kids. Every year, six fourth graders are selected based on academic, behavioral and economic guidelines. Students are promised a college scholarship upon completion of 12th grade.</p> | <p>w Niños School has been identified as a 21st Century Community Learning Center. We are currently in the second year of implementing this grant, which provides afterschool and evening opportunities to students and parents. Annual grant total - \$150,000.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	21.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	8.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
21st Century Community Learning Center Grant	2001
District Poetry Winners	2002
City of Tempe School Garden Grant	2002
City of Tempe Safety Poster Awards 1st and 2nd Place	2002

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	60	536	3%	15%	40%	42%
	State	58840	524	9%	17%	45%	29%
Writing	School	57	559	4%	11%	61%	25%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	61	526	10%	18%	33%	39%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	98	514	16%	15%	44%	24%
	State	61305	505	21%	20%	43%	15%
Writing	School	88	527	11%	19%	48%	22%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	97	507	9%	38%	10%	42%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	95	59	60	--	--	--
2	Reading	--	--	--	83	43	50	83	48	52	80	65	53	84	55	57
	Language	--	--	--	100	39	40	94	42	43	85	53	44	87	42	48
	Mathematics	--	--	--	100	46	51	91	52	55	83	70	57	87	65	61
3	Reading	100	51	47	100	54	47	84	54	48	83	59	50	86	61	50
	Language	100	53	49	100	59	51	88	57	54	88	60	56	93	65	57
	Mathematics	100	56	46	100	66	49	88	58	52	88	56	54	87	66	56
4	Reading	94	63	53	100	65	54	85	72	54	84	74	55	81	67	55
	Language	94	51	47	100	54	49	95	65	48	91	63	50	84	59	50
	Mathematics	96	64	51	100	66	54	92	72	55	90	74	57	86	70	58
5	Reading	89	68	51	100	72	51	86	63	51	81	74	51	100	65	53
	Language	99	54	42	100	58	44	89	55	45	84	64	45	99	57	47
	Mathematics	97	73	51	100	74	54	91	68	55	86	72	57	100	69	59

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	78	75
Grades 3-4	87	93
Grades 4-5	67	69
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Niños has a School Safety Committee that makes recommendations and implements the following: All staff are required to wear a picture ID badge; scheduling unannounced lock-down drills, monthly fire drills, as well as emergency evacuation drills; performing routine building and grounds inspections; revising our School Crisis Plan; reviewing playground safety rules; requiring playground supervisors to be equipped with walkie-talkies and orange vests to facilitate communication during lunch recess.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,800	\$1,611,994
Classroom Supplies	\$32	\$18,437
Administration	\$486	\$280,066
Support Services-Students	\$351	\$202,119
Other Support Services and Operations	\$705	\$405,989
Total Expenditures- All Categories 2000-2001	\$4,375	\$2,518,605

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Ana C. Gomez del Castillo	(480) 783-3100	
Transportation Policy	Chuck Keane	(480) 783-4230	
Community Resources	Christie Winkleman	(480) 783-4053	
School Nutrition Programs	Maxine Boyd	(480) 783-3196	
Parent Organization	Angelina Bovaird	(480) 783-3100	
Student Health/Nurse	Deana Contreras	(480) 783-3184	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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